Digital Portfolio Handbook

Ponaganset High School

Explanation and Considerations for Use

Ponaganset High School developed this handbook to communicate information about their graduation portfolios. This graduation portfolio handbook is offered as a sample. Please note that this handbook is in draft form and was developed specifically for Ponaganset's graduation portfolio system; other schools should modify it to meet the needs of their own systems.

It is important to review several models when developing a school handbook for the graduation portfolio. Make sure that the information is clear, correct, and appropriate for the intended audience.

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http://www.ride.ri.gov/highschoolreform/dslat/
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Ponaganset High School
Digital Portfolio Handbook

Teacher Edition
2005-06

Teacher Handbook
Ponaganset High School Digital Portfolio Program

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I. Acknowledgements

Many thanks to PHS Technology Coordinator Mary Keable and Digital Portfolio Coordinator David Moscarelli for their hard work and commitment in crafting this handbook. Also appreciated is the school's partner in the project, Dr. David Niguidula of *Ideas Consulting, Inc.* who has customized his product and expertise to effectively meet our school community's needs. Thanks also for the contributions of Principal Joseph Maruszczak and the members of the *PHS Digital Portfolio Implementation Team*- Jess Achadinha, Frank Alardi, Jack Blossom, Linda Bucci, Elizabeth Conley, Mike Ferns, Roger Forand, Steve Martin, Lisa Ramzi, Jay Reuker, Sarah Smith, Dawn Stockwell, and Cheri Yanku- whose thoughtful discourse and insights continue to improve our proficiency-based graduation system.

II. Overview/Vision of the PHS Digital Portfolio Program

The genesis of the PHS Digital Portfolio Program originates from two main sources: the Standards for Accreditation of the Commission on Public Secondary Schools of the New England Association of Schools and Colleges (NEASC) and the Rhode Island Board of Regents' *Regulations on Literacy and High School Reform*. The NEASC Standard on *Mission & Expectations for Student Learning* states: "The school shall have established expectations for student learning that… specifically state what all students should know and be able to do by the time they graduate from the school taking into account the skills, competencies, concepts, and understandings identified by district, state, and national standards and by professional organizations." (NEASC, 2005)

The PHS Performance Graduation Expectations (PGE's) are a concise listing of nine school -wide expectations of what ALL students show know or be able to do upon graduation from Ponaganset High School. These rigorous performance-based standards were developed by faculty, parents, and students during the 2001-02 school year. While they are exclusive to Ponaganset High School, they are also aligned with the state-adopted content and performance standards known as the *Grade-Span Expectations (GSE's)* The 30 learning outcomes clarify to a greater degree the work and performances the student is required to demonstrate in individual departments/classes to meet a given expectation.

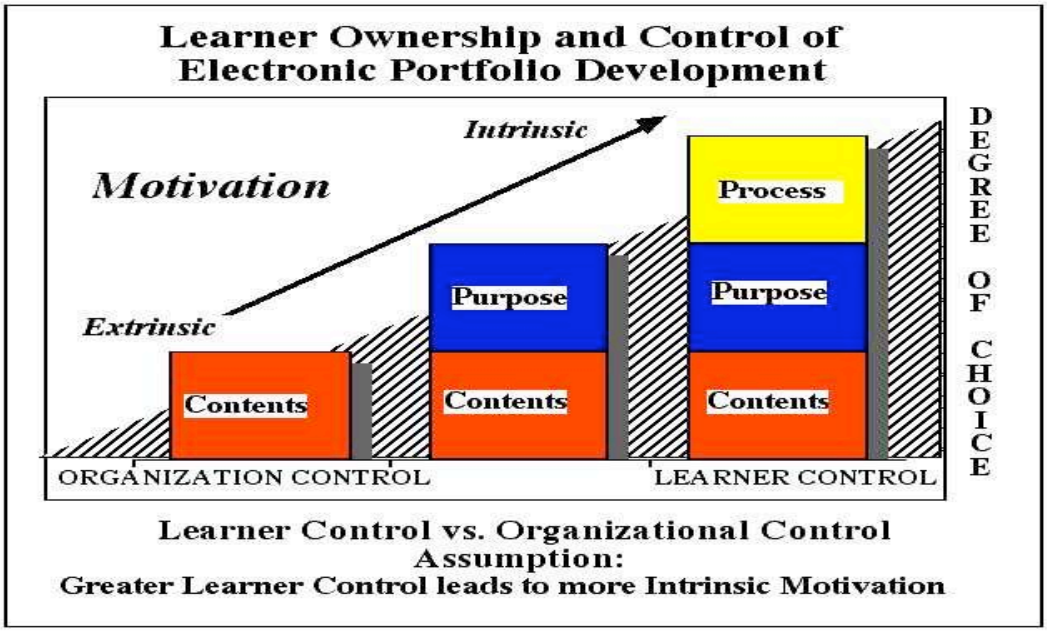
Much in the same spirit, the Board of Regents' *Regulations on Literacy and High School Reform* explicitly state that high school graduation must be based upon more than Carnegie credits and that "…graduation requirements must include a demonstration of student proficiency that involves multiple measures of performance for all students and is consistent with the state's Common Core of Learning …This proficiency must be demonstrated through at least two of the

following: departmental end of course exams, a Certificate of Initial Mastery, portfolios, extended "capstone" projects, public exhibitions, and the use of technological tools." (RIDE, 2003) Thus, the implementation of a digital portfolio program as a proficiency-based graduation requirement is a marriage of standards-based practices and integration of technology across all content areas. The ultimate intent- while realizing greater student and teacher accountability- will be increased student achievement and learning.

The **graduation portfolio** is a collection of evidence demonstrating that a student has the skills and knowledge expected of any graduate from that school. The portfolio is composed of a specific subset of student work tied to the school's learning expectations and the state's graduation by proficiency requirements. The graduation portfolio requires on-going formative and summative student reflections and a final graduation evaluation by a panel of trained reviewers. (RIDE et al, 2004)

The PHS Digital Portfolio Program began during the 2002-03 school year with the pilot of one ninth grade team. The Foster-Glocester Regional School Committee approved the portfolio system as a proficiency-based graduation requirement for ALL students starting with the Class of 2007 in April 2003. Thus, the first class of approximately 250 students began the portfolio process during the 2003-04 school year. By design, the scale-up has been occurring over a four-year process, as full school-wide implementation will be realized during the 2006-07 school year.

As a school community, we are still very much in the beginning stages of our portfolio program. Many aspects of it may appear to be prescriptive. However, as our school mission states, "Our students set goals and reach high standards in preparation to be successful life-long learners and responsible citizens." (Ponaganset High School, 2001) the end objective must be that our students take responsibility for this ambitious requirement and make the critical decisions about what work meets standard and exactly *why*. To create a true portfolio culture, we must promote a system where the attitudes and habits-of-mind of regular self-assessment of work are practiced regularly by all students in all classrooms. As portfolio researcher and expert Helen Barrett notes, as the student locus of control *increases*, i.e., one's decisions about portfolio content, purpose, and process, so does the degree of motivation and satisfaction with learning. The following diagram depicts her presupposition:



(Barrett et al, 2004)

In the coming years we must strive to align our school's curriculum and instructional and assessment practices so they are fully aligned with the Ponaganset PGE's and Learning Outcomes. Likewise, all structures such as the school schedule, delivery of job-embedded professional development, and student support services should be tailored so that this proficiency-based graduation system may continue to grow and flourish.

III. Expectations

a. Types of Portfolio Artifacts

There are three essential types of portfolio artifacts: **Teacher-Generated Tasks, Student-Initiated Classroom Tasks,** and **Student Independent Tasks**.

Teacher-Generated Tasks: are either individual teacher assignments or anchor assignments that the teacher gives the whole class as an opportunity to demonstrate proficiency in a given Learning Outcome(s). Initially, these will be where the majority of student artifacts come from. All of these assessments have clear connections to specific Learning Outcomes(s) and the work is assessed using the corresponding rubric(s). At least half of these assessments in the portfolio should be anchor assignments, which demonstrate rigorous student learning.

Student-Initiated Classroom Tasks: are assignments that a student completes in class that have not been deliberately selected by the classroom teacher as potential artifacts; however the student has demonstrated rigorous learning and proficiency in a given learning outcome(s). For this to be considered to be a valid portfolio entry, the *Student-Initiated Classroom Task Sheet* (see Appendix B) must be completed and uploaded by the student and assessed by the teacher. Examples of such tasks may include: research papers, photos/video of art projects, video/audio of musical performances, or any work that shows rigor and student pride in it.

Student Independent Tasks: are from independent study or from activities that students participate in outside of the regular classroom. These entries may come from co-curricular activities or clubs, from in school or out of school. In order to validate these experiences students must have a *Student Independent Task Sheet* (See Appendix C) signed by a responsible adult and a PHS teacher, guidance counselor or administrator. Examples of outside experiences may include: community service, church/liturgical volunteerism, tasks/projects in part-time jobs, scouting projects, etc. As is the case with student independent tasks and with student-initiated classroom tasks, students should be encouraged to include portfolio artifacts that weren't required in your class.

b. Teacher Responsibility

All teachers should meet the following minimum requirement for their classes:

Core Content Area Courses (English, Math, Science, and Social Studies)
The following are the minimum requirements for digital portfolio entries per class.

	Grade 9	Grade 10	Grade 11	Grade 12
Teacher-Generated Tasks	3 (Minimum 2 anchor assignments)	2 (Minimum 2 anchor assignments)	1 (Minimum 1 anchor assignments)	-Senior research paper -Senior legacy project
Student-Initiated Tasks	1	1	2	0

Health and Physical Education
All requirements are shared equally by Health and Physical Education. For example, in 10th grade the students must have one entry from Health and one from Physical

Education. The following are the minimum requirements shared by Health and Physical Education.

	Grade 9	Grade 10	Grade 11	Grade 12
Teacher-Generated Tasks	2 (Minimum 1 anchor assignment)	1 (Must be an anchor assignment)	1 (Must be an anchor assignment)	-Senior legacy project
Student-Initiated Tasks	0	1	1	0

Non-Core Content Area Courses (Art, Business, Family and Consumer Sciences, Foreign Language, Horticulture/Resource Development, Music, and Technology Education)

The following are the minimum requirements for digital portfolio entries per class.

	Grade 9	Grade 10	Grade 11	Grade 12
Teacher-Generated Tasks	2 (Minimum 1 anchor assignment)	1 (Must be an anchor assignment)	1 (Must be an anchor assignment)	0
Student-Initiated Tasks	0	1	1	0

Student Independent Tasks

The following are the minimum requirements for digital portfolio entries *per year*.

	Grade 9	Grade 10	Grade 11	Grade 12
Student Independent Tasks	*	*	1	2

*Note: Student Independent Tasks may be entered in the digital portfolio at any time for evaluation in the 11th and 12th grade.

- It is expected that each teacher will provide adequate for a student to complete their assignment and upload it to their portfolio.
- All required assignments must be evaluated by the teacher on the digital portfolio. In addition, teachers may request the uploading of scanned assignment rubrics to give a richer picture of the student's performance.
  Suggestion: Use common planning time for this type of work
- Assignments should be spread throughout the year.

- Teachers must be given adequate time to evaluate individual entries prior to the end of the year evaluation. This means that all student postings must be completed at least 4 weeks before the end of school.

b. Student Responsibility

Creating an entry in the portfolio is akin to the creation of almost any traditional assignment. If a teacher is providing opportunities for students to create artifacts for the portfolio, the student is expected to create it and upload it to his/her portfolio. It is the student's responsibility to complete the assignment in a reasonable amount of time. As in labs, research assignments, etc., tools must be made available for the students to use. If the teacher has given the students adequate opportunities to complete the assignment and the entry, it is the student's responsibility to complete that entry. If there are technical problems or other extenuating circumstances that prevent completion of an entry, the student should take it upon themselves to seek out a solution to the problem. Ultimately the student must have a complete portfolio for graduation. While the school will provide the resources and support necessary for successful portfolio completion and exhibition, it is the student's responsibility to fulfill all requirements.

IV. Use of the Digital Portfolio Website (Section removed from public viewing)

V. Teaching with the Digital Portfolio

a. What Makes an Artifact "Portfolio Worthy"

A "portfolio worthy" artifact has clear connections to skills and performances that are aligned with a given PHS Learning Outcome(s) and uses the appropriate accompanying rubric(s) to assess the work. The artifact should contain clear and convincing evidence of an "intellectual stretch", i.e., that the student has applied higher order thinking skills (e.g., evaluation, synthesis, analysis, application, and comprehension) in completing the rigorous task.

At present time the artifacts that demonstrate the most "portfolio worthiness" should be anchor assignments. These tasks should be generated collaboratively in departments and represent departmental consensus on the depth of understanding a student must demonstrate to meet a given Learning Outcome(s).

A formalized artifact/task validation approval process still needs to be developed for Ponaganset High School. The purpose of the approval process is to ensure that

the task produces valid and reliable evidence of specific PHS Learning Outcomes. (RIDE et al, 2004)

b. Helpful Tips

- Design assignments with the digital portfolio in mind. Since teachers are only required to have a maximum of one digital portfolio assignment per quarter, it should be possible to create or modify assignments that are suitable for inclusion in the digital portfolio. Assignments with digital products like Word documents, PowerPoint slide shows, images, sounds or video are more easily uploaded than assignments that must be manually scanned.
- Give the students multiple opportunities to use the rubrics in class throughout the year.
- Work on student reflection frequently and give them reflection prompts to improve their portfolio entry reflections.
- Book the computer labs early. Since there is a high demand for space, consider booking the computer lab when the sign-out book becomes available (usually the 25th of each month unless it is a non school day).
- Gauge early in the school year what the level of student computer proficiency is and the degree of Internet usage at home. Once students are capable on the portfolio, independent uploading of artifacts should be encouraged.
- Assign student the task of prewriting summary and reflection sections of entry before going to the computer lab. This will save a great amount of time in the computer lab.

VI. Validity/Reliability of Scoring Assessments

With the development and implementation of school-wide Learning Outcome rubrics, the issue of inter-rater reliability (faculty members having a common understanding of what quality of work meets a given Learning Outcome(s) and assessing accordingly) has come to the fore. To ensure validity and reliability of artifact assessments, teachers should engage in sessions where they use formal protocols to share and examine student work. These sessions may act as a calibration protocol so the assessment is valid and reliable in regard to measuring student progress in achieving a given Learning Outcome(s). If the assessment is not valid and reliable, appropriate changes may be made to the assessment itself or the aligned instructional practices.

The recent research on the benefits of collaboratively looking at student work is voluminous. Such benefits include:

- Creating a culture of collaboration- where teachers make there practice less private and may share their lessons, successes, and struggles with colleagues.
- The promotion of reflective practice- where there is collegial support and feedback on what works well in the classroom and what does not.
- The development of a common vision among departmental teachers on what the essential topics/enduring understandings that are at the heart of a course's curriculum.
- The fostering collective inquiry among a small group of colleagues
- Job-embedded professional development
- An increase in better communication and professional sharing

(DuFour et al, 1998)

A natural place to start in looking at student work is with anchor assignments. Use of common planning time and departmental meetings for this purpose is suggested. There are a number of protocols that may be used, including the Tuning Protocol, Collaborative Assessment, and Consultancy. For a listing and explanation of protocols, the following resources may be used:

Print-

Blythe, T., Allen, D., & Powell, B. (1999). *Looking together at student work*. New York:
Teachers College Press.

Allen, D. & Blythe, T., (2004). *The facilitator's book of questions: tools for looking together at*
student and teacher work. New York: Teachers College Press.

Online-

http://www.lasw.org
An extremely comprehensive site started by a partnership of the Annenberg Institute for School Reform and the Chicago Learning Collaborative. It not only details protocols but also research and resources on the topic and the larger scope of student assessment.

http://www.annenberginstitute.org/publications/ACPBCaseStudies/toc.html
Features real-life schools in case studies where looking at student work was a key component in improving professional culture and student achievement.

http://ces.edgateway.net/cs/resources/query/q/879?x-r=runnew
Contains numerous protocols as compiled by the Coalition of Essential Schools.

VII. Year-End Portfolio Reviews

a. Philosophy/Intent:

Since the portfolio is a graduation requirement, it is obviously a high-stakes proposition. It is paramount that year-end reviews be conducted to monitor and evaluate reasonable progress toward meeting the school's nine PGE's. The year-end reviews also serve as a preparation toward the final exhibition- the Graduation Review in the late spring of the senior year. This review will be a mandatory component of the student's graduation requirements.

Each year-end review has three essential components: **Collect, Select,** and **Reflect:** While the elements of each year-end review are very similar, the design intent is for a more formalized process each year that progressively has more meaning and value for the student.

- **Collect –** Each year the student must have a minimum amount of artifacts in the "working portfolio" depending on the student's coursework. A component of the review is a simple examination of this requirement.

- **Select** – For selected PGE's in a target year, students will select entries that represent their "best work"

  - The same entry can be a "best" demonstration of more than one Learning Outcome. For example, a student might select a history project as a demonstration of Learning Outcome 2.01 (The student demonstrates the ability to comprehend, process, and evaluate print, audio, and visual material.) and Learning Outcome 1.01 (The student effectively communicates in standard English for variety of purposes and audiences (orally and written format)).

  - The selection should show a variety of the types of tasks – for example, a portfolio should have both on-demand and extended tasks, as well as both individual and group tasks.

- **Reflect**: In addition to the formative reflections, students need to describe in a substantive fashion why they believe the enclosed evidence is, indeed, a demonstration of the PGE's/Learning Outcomes. The overall reflection can be written or oral. It should focus

on the body of work *as a whole,* rather than being descriptions of each individual entry. The graduation portfolio also requires a final evaluation by a panel of trained reviewers to ensure inter-rater reliability.

While the elements of each year-end review are very similar, the design intent is for a more formalized process each year. With each successive year, the review progressively has more meaning and value for the student. This is evidenced by the annual presentation format (composition of review committee, duration of exhibition, etc.), and the value of the portfolio assessment toward the calculation of the student's final exam grade. Each year the student will be assessed by the use of an analytic rubric which will be received by the start of fourth quarter.

b. 9th Grade Expectations:

- **Collect**: Students should have 4 artifacts from each core academic course and 2 artifacts from each elective. (These are for year-long courses; semester courses need only half of these requirements.)

- **Select**:
  - Students must choose at least five entries in your portfolio that show their best work (one MUST be from each of the four core content area courses and one must be from another course).
  - Choose at least two Learning Outcomes that are in need of the most improvement.

- **Reflect:** Students will complete a reflection with the following sections:
  - Describe in detail why you feel these four entries are your best work. You should clearly identify the skills and knowledge you acquired by completing these assignments.
  - Describe at least two of the 9 Performance Graduation Expectations where you most want to improve next year and how you will improve. You should describe specific steps that you would like to take to meet those expectations.

Presentation Format: Informal- Student presents portfolio in a computer lab/library media center setting to two faculty members, one being a teacher who he/she has as a classroom teacher. (Approx. 15 minutes in duration)

Assessment Value: 33% of final exam grade (7% of overall course grade) for all subjects;

Final Assessment counts as ¼ credit- Reported as an A-F Letter Grade on

4th Quarter Report Card (Or Pass-Fail??)

c. 10th Grade Expectations:

- **Collect**: Students should have 4 artifacts from each core course and 2 artifacts from each elective. (These are for year-long courses; semester courses need only half of these requirements.)

- **Select**:
  - Students will need to select at least 3 artifacts that demonstrate – at a graduation level – the following expectations:
    - 2.01 (demonstrating ability to comprehend, process, and evaluate print, audio, or visual material)
    - 6.05 (relationship between culture and geography); 6.07 (how cultures express, communicate, and instill their most influential ideas)
    - 7.01 (using technology to locate, organize, and communicate information)
    - Expectation 1: students must demonstrate 2 of the outcomes listed as 1.02 through 1.09 (for example, the student may select 1.03 – written lab report; and 1.05 – writing in a foreign language)
  - Students may designate up to 3 additional pieces as demonstrations of "best work."
  - Note that the selected work may come from 9th grade OR 10th grade. However, the work should be at a level expected of a graduate.

- **Reflect:** Students will complete a reflection with the following sections:
  - Describe the expectations that you have selected. Given your understanding of the learning outcomes, how does your work, as a whole, demonstrate those outcomes?
  - How does the work you selected as "best" demonstrate your strengths as a learner?
  - Choose at least two pieces of work in your portfolio that demonstrate growth over time in a particular skill area. Compare and contrast these two pieces of work providing specific examples that demonstrate this growth.

- Plan for next year: What courses will you take next year? How will they lead you to demonstrate additional expectations?

Presentation Format: Informal- Student presents portfolio in a computer lab/library media center setting to two faculty members, one being a teacher who he/she has as a classroom teacher. Parents are invited as observers. (Approx. 15 minutes in duration)

Assessment Value: 50% of final exam grade (10% of overall course grade) for all subjects;

Final Assessment counts as ¼ credit- Reported as an A-F Letter Grade on
4th Quarter Report Card (Or Pass-Fail??)

d. 11th Grade Expectations:

- **Collect**: Students should have 4 artifacts from each core course and 2 artifacts from each elective. (These are for year-long courses; semester courses need only half of these requirements.)

- **Select**:
  - Students will need to select at least 5 artifacts that demonstrate – at a graduation level – the following expectations:
    - Expectation 1: students must demonstrate 4 additional outcomes listed as 1.02 through 1.09 (beyond the 2 selected in 10th grade)
    - 2.02 (demonstrating ability to comprehend, process, and evaluate print, audio, or visual material and utilize this information in a practical application)
    - 4.01, 4.02, 4.03 (positive health habits)
    - Expectation 6: 2 additional standards beyond those shown in 10th grade
    - 9.01 (initiative, responsibility, self-discipline, perseverance)
  - Students may also designate up to 3 additional artifacts as demonstrations of "best work."
  - Students may put together a "splash" page to describe themselves as a learner.

- **Reflect:** Students will complete a reflection with the following sections:

    - Describe the expectations that you have selected. Given your understanding of the learning outcomes, how does your work, as a whole, demonstrate those outcomes?
    - A letter / essay to a college or employer. Describe your goals beyond high school, and how the work in your portfolio shows that you are preparing to meet those goals.
    - What do you need to do in 12th grade to complete your goals?

Presentation Format: More formalized- Student presents portfolio in a classroom setting using a laptop and projector to a faculty member, his/her advisor and a parent and/or community member. One faculty member should be a teacher who the student has as a classroom teacher. (Approx. 20-25 minutes in duration)

Assessment Value: 75% of final exam grade (15% of overall course grade) for all subjects;

Final Assessment counts as ¼ credit- Reported as an A-F Letter Grade on

4th Quarter Report Card (Or Pass-Fail??)

VIII. The Graduation Review

12th Grade Expectations

- **Collect**: Students should have 4 artifacts from each core course and 2 artifacts from each elective. (These are for year-long courses; semester courses need only half of these requirements.)

- **Select**:
    - By the end of first semester:

    - Students will need to select at least 4 artifacts that demonstrate – at a graduation level (from any year of high school)– the following expectations:
        - Expectation 3: (research skills)
        - Expectation 5: (critical and creative thinking)
        - Expectation 8: (Senior Legacy Project)
        - 9.01 (initiative, responsibility, self-discipline, perseverance)

- Students may also designate up to 3 additional pieces as demonstrations of "best work."

- Students may put together a "splash" page to describe themselves as a learner.

- **Reflect:** Students will complete a reflection with the following sections:

  - Describe the expectations that you have selected. Given your understanding of the learning outcomes, how does your work, as a whole, demonstrate those outcomes?
  - Who am I as a learner? Describe your growth over the four years, and how you have been prepared to be a lifelong learner.
  - What skills and knowledge that you have are most valuable to you?
  - How has the body of work in your portfolio prepared you for your future endeavors?

Presentation Format: Formal- Student presents portfolio in a classroom setting using a laptop and projector to a predetermined Graduation Portfolio Review Committee. The composition of the five-member committee is the following: two classroom teachers, the student's advisor, a teacher from a neighboring district, and a parent and/or community member. Student should be presenting in appropriate business attire. (Approx. 30-45 minutes in duration)

Assessment Value: 100% of final exam grade (20% of overall course grade) for all subjects;

Final Assessment counts as ¼ credit- Reported as an A-F Letter Grade on

4th Quarter Report Card (Or Pass-Fail??)

SUCCESSFUL COMPLETION IS MANDATORY FOR GRADUATION

Appendix A
(Section removed from public viewing)

Appendix B

Student Initiated Classroom Task Sheet

Please fill out this entire form and turn it into the appropriate teacher with the full assignment (including any graded rubric) or with the filename and location on the PHS network.

Student: _____

Teacher:_____

Course: _____

Type of task: (on-demand, extended) _____

Date offered: _____ Due Date for Upload: _____

Please summarize what you were asked to do for this assignment.

What learning outcome(s) does this task address?

How were you assessed on this assignment? (please attach any completed rubric or grade sheet)

Teacher approval: _____

(It is the student's responsibility to scan this form and include it in the digital portfolio entry)

Appendix C

Student Independent Task Sheet

For internal review at Ponaganset High School

Student: _____

Project Name: _____

Type of task: (internship, performance, community service) _____

Date submitted: _____ Date approved: _____

Briefly describe the task.

Summarize your learning experience from this task.

What PHS Learning Outcome(s) does this task meet?

Describe the skills and knowledge that you gained from school that you applied to complete this task.

Reflect on what you gained from this experience.

Describe how this task affects your personal/career goals.

Approval by responsible mentor, coach, witness, etc.

_____

(printed name) (signature) (date)

Approval by PHS Teacher or Administrator

_____

(printed name) (signature) (date)

(It is the student's responsibility to scan this form and include it in the digital portfolio entry)

Appendix D
(Section removed from public viewing)

Appendix E

Sample Reflective Writing Prompts

1. Why did you include this in your portfolio?
2. What learning outcome(s) did this meet? How?
3. How do you feel about _____?
4. What would you say, if you have a chance to speak to your friends, about this assignment?
5. What suggestions would you give other students on ways to get the most out this assignment?
6. How do you feel about yourself as a writer/historian/scientist/student/etc.?
7. What are your strengths as a writer/historian/scientist/student/etc.?
8. What makes a person a good writer/historian/scientist/student/etc.?
9. What was the one most useful or meaningful thing you learned in this assignment/project/etc.?
10. What was your biggest achievement in this assignment/project/semester/assignment/project?
11. In what area did you improve the most? What improvement(s) did you make?
12. What one assignment for this assignment/project was your best work? What makes it your best work? What did you learn by creating it? What does it say about you?
13. Describe something major that you've learned about yourself in this assignment/project.
14. List three ways you think you have grown or developed as a result of this assignment/assignment/project.
15. In what ways have you improved as a writer/teacher/biologist/sociologist/etc.?
16. What have you learned in this assignment/project that will help you continue to grow as a writer/teacher/biologist/sociologist/etc.?
17. What was your favorite aspect of this assignment/project? Why?
18. What goals did you set for yourself in this assignment/project? How well did you accomplish them?
19. If you were to start this assignment/project over, what would you do differently next time?
20. What strategies you used to learn the material in this assignment/project? Which were most effective? Why?
21. What risks did you take in this assignment/project?
22. If you could change any one of the assignments you did for this assignment/project, which one would it be? What would you change about it?
23. What problems did you encounter in this assignment/project? How did you solve them?
24. What one question about this assignment/project is uppermost on your mind?
25. What would you like to learn further about this subject/discipline?
26. In what area would you like to continue to strengthen your knowledge or skills?
27. Write one goal for next semester/year and tell how you plan to reach it.

(Suskie, 2002)

Appendix F

Digital Portfolio Frequently Asked Questions (FAQ's)

1. **Are there a set number of artifacts per year that students must have in their portfolios? How many need to be anchor assignments?**

   Each core content area (English, social studies, math, and science) will contribute four artifacts that students may upload into their portfolios. Of the four artifacts, two must be anchor assignments. The requirement for full-year elective classes and PE/Health is half of that- two assignments, one of which must be an anchor assignment. Half-year elective classes need to contribute only one artifact- which may or may not be an anchor assignment.

2. **How are student portfolios actually assessed?**

   Please see Section 6 for all assessment protocols, guidelines, and expectations.

3. **How many assignments should be assessed on the digital portfolio site itself by the teacher?**

   All of the work that is in the portfolio should be assessed by the appropriate teacher. The whole point of the student uploading his/her work into the portfolio is to show how he/she has met a given learning outcome(s). The tangible evidence of this is the teacher's assessment using the rubric(s) as a tool.

4. **Should we assess just the portfolio artifact, the self-evaluation of the artifact, or a combination of each?**

   Concentrate on assessing the artifact itself. We still have some work to do in working with students to write substantive reflections that focus upon how their work meets a given learning outcome(s). We will be providing a space on the portfolio template to comment on the student's reflection.

5. **How should a student's lack of effort in maintaining a portfolio be handled by the teachers/administrators?**

   All students need to know that the portfolio project is high stakes, as it is a new ***graduation requirement****. If a student's portfolio is not completed and exhibited by the conclusion of his/her senior year, regardless of earning 21 credits, he/she will NOT*

graduate. Many teachers have already pointed this out to their students, particularly to those who are less than motivated. If a student needs this explicitly explained by an administrator, by all means… send them to the office! This question speaks to the larger issue that there must be several "safety nets" in place to ensure that all students can be successful on this project. The most rudimentary one is regular and on-going communication with the home. We send a portfolio progress report home twice per year (See Sample Report in Appendix D) and which is also available online. The report will delineate how well each student is progressing on his/her portfolio by noting how many artifacts are completed, which learning outcomes have been met, and how the student has scored on each rubric. Each parent has also been provided their own username and password for their child's portfolio (with read-only rights) so they may track his/her child's progress.

6. **What about the kids who don't follow the traditional path? For example, the student that is taking 10th grade math during 9th grade?**

   Keep in mind that the end game is the senior year exhibition. Students may take different paths to completing their portfolio, and that's okay. Every single course in our school is tied to school-wide learning outcomes. Therefore students should be getting multiple opportunities through anchor assignments, projects, assignments, etc. to meet those learning outcomes, regardless of the course. If one also looks at courses within a department, (e.g., algebra I vs. geometry), it is noticeable that the delineated learning outcomes are very similar, if not identical.

7. **What about students who move into our district?**

   Our portfolio system is unique to our district; however, a proficiency-based graduation requirement is not. Luckily, our mobility rate for seniors is close to zero. However, we will set minimum requirements/benchmarks for those students who come to PHS in their sophomore and junior years. These will be delineated and then assessed during the Year-End Review process. It will still be expected that they meet our nine PGE's, but the amount of artifacts will be different versus those students who are with us for all four years.

8. **How will changes to the Draft #4 PHS Learning Outcomes & Rubrics be reflected in the digital portfolio? Will students be "grandfathered" in?**

   If a department(s) find that a given learning outcome or rubric is NOT working well in practice, it is fine to make changes to it by group consensus. We will make these changes to the digital portfolio web site once annually, roughly around each July 1. All students under the existing learning outcomes & rubrics will be "grandfathered in". We will not

move the bar, so to speak, and change the standards on them in the middle of their high school experience.

9. What about students with IEPs or 504 Plans- will they be held to the same portfolio expectations?

Absolutely- our Performance Graduation Expectations (PGE's) and Learning Outcomes are school-wide standards for all students. At times you may find that you have to make an adjustment to a portfolio assignment so it is aligned with the reasonable accommodations as delineated in the IEP or 504 Plan. It is strongly suggested that you work closely with the student's case manager if this is the case. The whole point is that the student be given the opportunity to demonstrate proficiency in a give learning outcome(s). That fact (the student learning and mastery) is the fixed point- the variable may be the amount of time or scaffolding required.

Questions Regarding Learning Outcomes/Rubrics

10. I'm having a hard time "converting" the school-wide learning outcome rubrics to a numeric or letter (A-F) grade. What should I do?

This is a common and understandable problem, as this form of assessment- which is standards-based- is often contrary to the process of traditional assessment practices. Please keep the emphasis on student learning: the end goal is that the student can demonstrate what he/she knows and is able to do through the lens of our learning outcomes. Some simple guiding questions for consideration: How many opportunities did the student have? Did the student have opportunities to revise his/her work so that it can meet a give learning outcome(s)? This is the mindset that needs to be employed when assessing student portfolios and individual artifacts.

Now the practical: There are many different strategies that you may use in "converting" the school-wide rubrics into a number or letter grade. Perhaps the simplest is to ensure that the learning outcome rubric is in analytic form. Then you can weigh particular criterion to your desired level. Please see Appendix H for examples.

11. Is it okay to use my own rubric specific for an assignment with one of the school learning outcome rubrics?

Yes! The classroom teacher must have the autonomy to make decisions on how to assess students' work. The teacher should also make the decision of how much value the learning outcome rubric may have for the given assignment. There is no "set" value, however, discussions about anchor assignments and the rubric assessment value should be occurring on the departmental and team level during departmental meetings and common planning time.

Appendix G

Freshman Year-End Digital Portfolio Review Rubric

Student:		
Review Date:		
Evaluators:		

	4	3	2	1	0	SCORE
Completeness ***X 10***	Portfolio contains at least 16 complete entries (4 from each discipline)		Portfolio contains fewer than required number of entries, or entries are incomplete		No attempt	
Use of Portfolio Artifacts as Evidence ***X 5***	Student describes detailed connection between artifacts and the PHS Performance Graduation Expectations and Learning Outcomes.	Student makes connection between artifacts and the PHS Performance Graduation Expectations and Learning Outcomes.	Attempts connection between entries and the PHS Performance Graduation Expectations and Learning Outcomes, but relationship is not clear.	No connection between artifacts and the PHS Performance Graduation Expectations and Learning Outcomes; knowledge is inadequate.	No attempt	
Quality of Reflection (Written and/or Oral) ***X 8***	Shows an in depth and insightful reflection which includes: -clear identification of learned skills and knowledge -substantive discussion on the effort, creativity, and significance of each of the entries -commentary on the most difficult and enjoyable aspects of the work	Good reflection on the work which includes: -identification of learned skills and knowledge -discussion on the effort, creativity, and significance of each of the entries -commentary on the most difficult and enjoyable aspects of the work	Basic reflection on the work, where there is an attempt to: -identify learned skills and knowledge -discuss the effort, creativity, and significance of each of the entries -comment on the most difficult and enjoyable aspects of the work; however, some of the reflection is unclear or incomplete.	Reflection is largely incomplete	No attempt	
Steps for Improvement ***X 2***	Identifies areas for improvement and provides detailed steps for improving work in the future.	Identifies areas for improvement and provides steps for the future.	Identifies areas of improvement, but steps for improvement are incomplete or do not make sense	No clear delineation of steps for improvement	No attempt	
					TOTAL SCORE:	

Range of Scores:
100-88: A 87-71: B 70-59: C 58-35: D below 35: F

Appendix H
Sample Rubric "Conversion"

The below rubric from the Science Department is a Learning Outcome rubric in analytic form. Teachers have added different "weights" to the various criteria areas based upon their importance in the task. Multiplying the weighted values by the Performance Indicator Numbers (1 through 4) can result in a highest possible numeric value of 100.

1.03 Students in the PHS Science Department will demonstrate an understanding of and apply the basic principles of biological, earth, and/or physical sciences through the writing of an *original* lab report:

Criteria (Weight)	4 Exceeds Standard	3 Meets Standard	2 Nearly Meets	1 Below Standard	SCORE
Statement of Purpose	Clearly stated with Dependent and Independent variables Clearly identified	Adequately stated with Dependent and Independent variables Adequately stated	Vaguely stated with dependent Independent variables unclearly identified	Limited purpose With dependent and independent poorly identified or missing	
Hypothesis (X 3)	Clearly stated as a prediction of the outcome of experiment with a concise explanation of outcome	Adequate prediction is stated with a good explanation of why	Poorly stated with an inconceivable explanation	Missing prediction and little if any explanation	
Organization (X 2)	Report is very well-organized with delineated sections making it easy and a pleasure to read	Report is well-organized, with delineated sections making it easy to read	Report is not clearly presented. Sections may be unorganized making the reading difficult	A section or two may be missing or poorly presented. Very unorganized. Limited effort.	
Materials/ Procedure (X 2)	Described fully, clearly, accurately. Procedure is replicable. Controls and variables clearly stated.	Clearly and accurately described. Experiment could be repeated with little clarification. Controls and variables are accurately stated.	Described and listed with some errors and additional explanation is needed. Replication could be problematic	Description is incomplete and experiment probably could not be replicated. Needs major modifications	
Data (X 3)	Presented clearly and neatly in an appropriate and easy-to-read format for the information collected	Presented clearly and appropriately for the information collected	Some sections of data may be unclear or not well-organized.	May contain missing or incomplete data that may be poorly organized and inappropriate to information collected	
Diagrams/ Graphs (X 3)	Observations are included and clearly stated. Graphs are properly labeled, complete, and clearly well- presented	Most observations are included. Graphs are labeled, complete and clearly presented.	Observations are incomplete, Graphs may contain some mislabels and/or may not be clearly presented	Observations are limited. Graphs contain errors and are unorganized or do not contain a proper scale.	
Calculations (X 3)	Neatly presented, accurate, properly labeled with appropriate units and complete when appropriate demonstrating outstanding comprehension of	Presented using proper units, accurate, and complete when appropriate demonstrating comprehension of experiment.	May be incomplete or contain some inaccuracies demonstrating some misconceptions about experiment.	Very limited, contains inaccuracies, demonstrates limited understanding of experiment	

	experiment				
Understanding Concepts (X 4)	A total understanding of concepts through answering discussion questions correctly, fully, and in complete sentences	A good understanding of concepts through answering discussion questions correctly and in complete sentences.	A partial understanding of concepts through answering few discussion questions incorrectly or in incomplete thoughts and sentences.	A lack of understanding of concepts through answering several discussion questions incorrectly or incompletely.	
Drawing Conclusions (X 4)	Exhibits exemplary understanding of the concepts by drawing his/her own conclusions relating experiment to overall purpose	Exhibits a good understanding of the concepts by drawing his/her own conclusions relating experiment to the purpose	Exhibits some understanding by his/her attempt to draw conclusions based on experiment. May be vague.	Exhibits a limited understanding by drawing an incorrect conclusion or stating vague or incomplete thoughts.	
TOTAL SCORE					

Range of Scores:

100-88: A 87-71: B 70-59: C 58-35: D below 35: F

Please note that the "conversion" of an analytic rubric (which is based upon standards) to a traditional 0-100 or A-F scale can be a tricky proposition. In the above example, a range of total score values are given to correspond to an A-F grade scale. Note that if a student was "nearly meeting the standard" on average (which would correspond to roughly a total score of 50 on this weighted rubric, the student would have a grade in roughly the C range.

The above rubric is only a suggested model. The guiding principles of common sense and good professional judgment must be employed when "converting" a rubric to a traditional grading scale.

This rubric, also from the Science Department depicts how a specific assignment rubric may be "blended" with a Learning Outcome rubric to make one cohesive rubric for a specific task that will be included in the portfolio.

Oral Presentation Rubric: Chemical Compound Project

CATEGORY	4 (Exceeds Standard)	3 (Meets Standard)	2 (Nearly Meets Standard)	1 (Below Standard)
Posture, Eye Contact, and Presentation Style	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Very conversational in nature- elaborates on the meaning of the bulleted points in the PowerPoint or poster.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Is able to elaborate on the bullet points in the PowerPoint or poster.	Sometimes stands up straight and establishes eye contact. Relies excessively on READING off the PowerPoint slides or poster.	Slouches and/or does not look at people during the presentation. Does nothing more than READ off the PowerPoint slides or poster.
Preparedness	Student is completely prepared and has obviously rehearsed. The presentation is in the 5 minute time frame.	Student seems pretty prepared but might have needed a couple more rehearsals. The presentation is in the 5 minute time frame.	The student is somewhat prepared, but it is clear that rehearsal was lacking. The presentation is too short or long in duration.	Student does not seem at all prepared to present. The presentation is excessively short or long in duration.
Completeness (X3)	The following are presented in the PowerPoint or poster: the name and formula of the compound, the electron dot diagram of the compound, a 3-Dimensional model of the compound, 2 to 4 uses of the compound, and 3 aspects of the history of the compound.	Of following in the PowerPoint or poster presentation: the name and formula of the compound, the electron dot diagram of the compound, a 3-Dimensional model of the compound, 2 to 4 uses of the compound, and 3 aspects of the history of the compound- ONE of the above requirements is missing.	Of following in the PowerPoint or poster presentation: the name and formula of the compound, the electron dot diagram of the compound, a 3-Dimensional model of the compound, 2 to 4 uses of the compound, and 3 aspects of the history of the compound- TWO of the above requirements are missing.	Of following in the PowerPoint or poster presentation: the name and formula of the compound, the electron dot diagram of the compound, a 3-Dimensional model of the compound, 2 to 4 uses of the compound, and 3 aspects of the history of the compound- THREE or MORE of the above requirements are missing.
Creativity	Presentation shows a large amount of original thought. Ideas are presented in a	Presentation shows some original thought. Presentation shows new ideas and insights	Uses other people's ideas (giving them credit), but there is little evidence of	Uses other people's ideas, but does not give them credit. Nearly nothing holds

	creative and inventive way that grabs the audience's attention.	to the audience.	original thinking. Not much is presented creatively.	the audience's attention- downright boring!
Bibliography	There is a neatly presented Works Cited page or slide with at least 3 sources submitted using correct MLA format.	There is a neatly presented Works Cited page or slide with at least 3 sources submitted using correct MLA format. There may be a minor error or two.	A Works Cited page or slide is presented, but there are significant errors with MLA formatting.	There is no Works Cited page or slide, or at least 3 sources are not cited.
PHS Learning Outcome 1.02 (X2)	Speaker engages listener(s); thesis is clearly stated and developed using specific examples; presentation has a logical flow with smooth transitions; includes an abundance of materials clearly related to the thesis; and contains an original and creative use of visual materials.	Speaker engages listener(s); thesis is clearly stated and developed using sufficient examples; presentation is generally well-organized with good transitions; includes a sufficient amount of materials clearly related top the thesis; and employs appropriate use of visual materials.	Speaker is able to convey ideas and views with adequate detail and development; ideas are loosely connected; inappropriate and/or inadequate use of visual materials.	Speaker is unable to convey ideas and views with adequate ideas and development; little or no connection between examples and thesis; no apparent logical order to presentation; visuals are poor or missing.

Appendix I

Glossary of Terms

Anchor Assignment: This is a collaboratively created assignment that gives students the opportunity to demonstrate proficiency in a given PHS Learning Outcome(s). It is an assignment that is given to all students in a common course, regardless of level or teacher.

Analytic Rubric: A rubric that is specific in that it identifies various components or criteria for the work and then describes the performance for each criteria area usually based upon a 4-6 point scale.

Artifact: a piece of student work in the student digital portfolio. An artifact can take many different forms: a Word document, a PowerPoint presentation, Excel spreadsheets, audio or video files, scanned PDF files, photos in JPEG or GIF format, etc.

Calibration Protocol: A session conducted among colleagues where student work is shared and examined using a formal protocol so there is common understanding of the indicators in a given Learning Outcome rubric. Through this process, there is more commonality among staff in assessing student work. Thus, there can be greater validity and reliability associated with the assessments to be included in student portfolios.

Common Core of Learning: The knowledge, skills, and competencies that all students should learn to succeed in post-secondary education and work. Broad foundation statements that embody what learners should know and be able to do to meet the opportunities and challenges of the 21st century. RI's *Common Core of Learning for a New Century* was recently revised and informs the development of proficiency-based graduation requirements. (RIDE et al, 2004)

Common Task: see "anchor assignment".

Departmental End-of-Course Exams: End-of-course exams are summative assessments designed to ascertain what students know and are able to do relative to course of study. They are purposefully designed to include proficiency-based measures of performance. They may include multiple choice and true / false responses. They must include on-demand or extended proficiency-based requirements that were mapped back to the individual courses.

Diploma/Graduation by Proficiency System: This is the combination of all of the measures a school uses to show what students know and are able to do. This

includes: course work, state assessments, and additional "proficiency" measures such as graduation portfolio, Senior Project, End of Course exams, exhibitions, Capstone Projects, etc. (RIDE et al, 2004)

Entry: includes the actual piece of student work (artifact) along with the student's summary, selection of which Learning Outcome(s) are being met, and reflection. Together, these components consist of a portfolio entry.
Formative Assessment: an assessment used during the course of instruction that measures student mastery of specific indicators/standards and is used by teachers to inform and guide subsequent instruction. In the context of portfolio, the assessment of an individual entry would constitute a formative assessment.

Graduation Portfolio: a collection of evidence demonstrating that a student has the skills and knowledge expected of any graduate from that school. The portfolio is composed of a specific subset of student work tied to the school's learning expectations and the state's graduation by proficiency requirements. The graduation portfolio requires on-going formative and summative student reflections and a final graduation evaluation by a panel of trained reviewers. (RIDE et al, 2004)

Learning Outcome: A statement that more specifically defines a PHS Performance Graduation Expectation (PGE) for a given department, course, or interdisciplinary performance. At present time, there are 30 PHS Learning Outcomes.

Performance-Based Assessment: an evaluation in which students demonstrate they know something by using knowledge and facts. Practical applications and real-life tasks are used (sometimes referred to as "authentic assessment") (North Central Regional Educational Laboratory, 2002)

Performance Graduation Expectation (PGE): A statement of what every PHS student is expected to know and be able to do upon graduation. The PGE's represent high academic, social, and civic expectations and are aligned with our school's mission. At present time there are nine PGE's.

Portfolio: A purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection for judging merit, and evidence of student self-reflection. (North Central Regional Educational Laboratory, 2002) The primary objectives of portfolio assessment are twofold: to demonstrate proficiency in a set of standards, and to show growth over time.

Rubric: A scoring guide that gives specific criteria on which a piece of student work will be evaluated based on standards for student performance. Rubrics may be holistic (more general) or analytic (more specific).

Summative Assessment: an assessment that measures student mastery of all indicators/standards included in a unit or other instructional period at the end of that instructional period. In the context of portfolio, the year-end and graduation reviews of the portfolio would constitute a summative assessment.

Validity/Reliability: are concepts of assessment that address the notion of standardization- that an assessment is consistently used correctly and assessed in a common fashion. The assessment is valid if it actually measures what it purports, e.g., proficiency in a Learning Outcome, and reliable if over time consistent results of the assessment are realized. Through the process of external review and looking at student work (see calibration protocol), validity and reliability of anchor assignments and various portfolio assessments may be achieved,

Appendix J

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